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THE IMPACT OF LEADERSHIP CULTURE ON EMPLOYER VALUE PROPOSITION

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Abstract

As a management-theoretical concept, leadership culture can be understood as distinct leadership behavior that constitutes organizational culture. The purpose of this thesis is to examine how leadership culture can contribute to organizations' employer value proposition through an enhancement of employer attractiveness. An empirical study was conducted based on mediation hypotheses. The research revealed that leadership culture is a strong predictor for employer attractiveness, and the relationship is mediated by the value propositions of developmental and interest value. These refer to the employees' perceived possibilities to promote their career and the incorporation of excitement and creativity into their work (see Berthon, Ewing & Hah 2005).

Keywords: Employer Value Proposition, Leadership, Organizational Culture, Employer Branding

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Abbreviations

EB	Employer branding
EA	Employer attractiveness
EVP	Employer Value Proposition
OC	Organizational culture
LC	Leadership culture
DV	Developmental value
AV	Applicational value
SV	Social Value
IV	Interest Value

1 Introduction

Companies need to secure access to key skills and top talent to ensure growth and business success, especially because business performance today can be hugely dependent on the productivity of a select few positions (Keller & Meaney 2017). Employer branding has thus become a strategic management tool since a credible and attractive employer brand constitutes a significant competitive advantage. After all, organizations must provide an authentic answer to why a possible employee would want to work for them (Meyer & Dietz 2018, Mosley 2015). The increase in globalization and complexity, the shift in employees' personal values and the increasing social orientation of business models (considering both the connection through networks as well as corporate social responsibility) have elevated organizational culture to a significant differentiation factor for companies over the past decades (Heidbrink, Jenewein & Tannert 2014). Big-Techs like Google already have made their individual leadership culture part of their external brand, infusing every product and point of contact with values and principles of how people collaborate inside their company (Morcos 2018). In light of the global COVID pandemic, many question whether social capital can be built and sustained without the innumerable personal interactions that office-centric work can provide. In dynamic and uncertain conditions, it is the role of leaders to manage a smooth transition and create a productive climate. The current situation not only fundamentally challenges what holds a company together as a social unit at its core (Boland et al. 2020). At the same time, it highlights the importance of leadership culture, which starts to play a role in organizations' employer brands. Therefore, it is important to start to examine how the behavior of leaders, who act as creators of (new) organizational culture (Schein 2004), can contribute to the employer value proposition. Ultimately, employer brand strategies have to be modified to these new dynamics.

This thesis's research question is to examine whether leadership culture poses a suitable central element to an employer branding strategy, which composes different value propositions, in order to increase organizational attractiveness. For an answer, the first part revises fundamental literature on the theoretical principles of employer branding, organizational culture, and leadership. A definition of leadership culture is created, which also clarifies the topic's distinction to organizational culture. In the following part, research hypotheses to contexts open for discussion are abstracted and subjected to primary empirical research.

2 Literature Review

There is vast literature, articles and papers dealing with the dimensions of organizational culture, leadership and management practices. However, it is difficult to determine what can be considered a generally accepted standard definition for the specific term of leadership culture. Therefore, this thesis attempts to derive its own definition from the central and most relevant works. To build the base for a scientific scale measuring the latent construct of leadership culture, specific elements of the literature review will be elevated and composed into items (concerned passages are marked with the item name, e.g. “**LC1**”, see [Section 3](#) for an elaborated process).

2.1 Employer Branding

The term ‘branding’ describes the allocation of attributes to a product in order to define its identity and create awareness to accomplish differentiation (Sammot-Bonnici 2015). Aaker (1991) states that branding presents the customer with three main benefits of functional, economic and psychological nature. Employer branding (hereafter abbr. as EB) applies these ideas to human resource activities that organizations undertake towards current and potential employees (candidates) to influence their perception of the organization as an employer. While

EB anchors and supports the corporate strategy, it must be distinguished from corporate branding, which provides a more overall account of the company – including its services, product brand and vision – for various external interest groups (Edwards 2009; Kryger Aggerholm et al. 2011).

EB has two overarching goals concerning creating an advantage in the competition for talent: It has to differentiate the organization from competitors and increase preference from the target group (Fournier et al. 2019). To increase their attractiveness to prospected employees, companies try to increase awareness, create an employer image (ideas about the content of the work and material and immaterial benefits) and enhance employer reputation (status and prestige) (Tomczak, Von Walter & Henkel, 2011). However, there are also the effects on the existing base of employees, called the ‘internal EB’. Inside, the employer brand enables employees to express their personality through the brand, creating loyalty and engagement and a self-amplifying effect for the employer image (Lievens, Van Hove & Anseel 2007). To summarize, as a specification of the corporate brand, EB is the strategic positioning of an organization as an authentic and attractive employer – effective internally and externally. Development and implementation of this strategy build the basis for operational HR activities that have the employee recruiting, retainment, motivation as their goal (DEBA 2006).

Referencing Aaker’s concept, Ambler and Barrow (1996, p.187) proclaim that the employer brand offers employees three main benefits similar to the ones the product brand offers customers: “Developmental and/or useful activities (functional); material or monetary rewards (economic); feelings such as belonging, direction or purpose (psychological).” Berthon, Ewing & Hah (2005) picked up Ambler and Barrow’s concept and, in a factor analysis, further refined it to the following values that employers should actively propose. Functional benefits are specified into *development value* (granted recognition for self-worth / confidence and the

possibility to enhance the own career and skills for future employment) and *applicational value* (the opportunity to apply and teach knowledge and add societal value). Psychological benefits translate into *interest value* (incorporation of excitement & novelty and opportunities to create and innovate) and *social value* (incorporation of fun & happiness and collegial team atmosphere). Their study and multiple additional bodies of research indicate that these categories as factors can explain organizational attractiveness. Potential employees assess employer attractiveness by scanning job-, employer- and people information (Cable & Turban 2001; Devendorf & Highhouse 2008) for envisioned benefits they connect to working for the organization (Berthon, Ewing & Hah 2005). Applied measures or manifested offerings derived from these categories are: reputation & prestige, compensation, interesting contents & challenges of work, offered work-life balance, culture and values, development and career opportunities, social work environment, job security and belongingness (Gansser & Dauer 2014, Shanmugam & Vinoth 2017, Pingle & Sodhi 2011; Berthon, Ewing & Hah 2005).

With new dynamics of social transparency and employee advocacy, employer attractiveness directly relies on authentic and consistent values and the vitality of their organizational culture (Mosley 2015). Managing applicants' beliefs about organizational culture is of high importance as the misguiding of these beliefs – by communicating benevolent rather than deliberate information – subsequently decreases employee retention (Cable et al. 2000; Cable & Judge 1996). Organizations have to deliver consistency between the EB and their employment experience, values and culture (Moroko & Uncles 2008).

2.2 Employer Value Proposition

Every company possesses an inherent employer brand with a corresponding promise, no matter if they possess conscience about it and control or not. Nevertheless, when trying to attract specific talent, organizations have to maintain a systematic approach. Otherwise, the brand will express a mix of - sometimes even contradictory - messages to a variety of groups (Baran 2018). Further, a successful EB strategy cannot consist of the mere presentation of the totality of rewards or generic, interchangeable attributes (Tomczak, Von Walter & Henkel 2011). Instead, a strategy should build on selected and central elements that differentiate the experience from the one at other organizations (Edwards 2009). Regarding this issue, Knox et al. (2000, as cit. by Edwards 2009) introduced the term the “unique organizational value proposition”, today often called the Employer Value Proposition (EVP). The EVP is a systematic approach to refine value propositions, whose measures, in the end, should answer potential employees’ essential question “Why would I want to work for this company?”. In a short statement, it consolidates a few distinctive attributes or benefits that are believed to be particularly sought by potential or existing employees, whereas the (more general) employer brand can be understood as an overall positioning of how the company is perceived to the entirety of candidates. Incorporating emotions and values desired by the target group, the EVP builds the ideological and content-related foundation at all relevant contact points of the EB program. The EVP can be used to create unique attraction with any specific demand of talent by covering three key dimensions: ***unique differentiation, relevance for the target group***, and (most importantly) ***display of authenticity*** (Tomczak, Von Walter & Henkel 2011; Martin et al. 2005; Nelke & Fischer 2018). Further, the concept of an EVP allows companies to stay flexible in attracting different target groups while at the same time retain consistency in their overall EB program (Barrow & Mosley 2005). For example, take niche software coders that hypothetically have the choice between three organizations – e.g., Tesla, Google and Green Peace. A general EB program

offers them an array of benefits – e.g., great career possibilities, high pay, great leadership – that might influence their choice beneficently. However, the EVP allows to convince the candidates about the uniqueness in the specific dimension most relevant to them, without diminishing or ignoring other aspects. The candidates would choose Tesla if goals set by a charismatic entrepreneur tempt them; Google to work on societal platforms and Green Peace if they want to make a social impact (adopted after Keller & Meaney 2017). Google, for example, actually chose “Do cool things that matter” for an EVP statement, whereas Goldman Sachs chose “You will make an impact” and PwC chose “[...]work with people from diverse backgrounds to solve important problems” (respective statements cited from Miller-Merrel 2018).

2.3 Organizational Culture

Organizational culture (OC) refers to the socially-attributed concepts which build the identity of organizations and characterize their members – therefore is often described as organizations’ ‘social glue’ (Cameron & Quinn 2011). Every company has its individual OC that defines what is accepted and encouraged in a group and which sets ‘the tone’ for how employees will reproduce their experience in interactions among colleagues and clients (Grubb 2017, Groysberg et al. 2018).

One of the most important models for OC is the one by Edgar H. Schein from 1985, which is widely considered one of the standard definitions. The model allows reconstructing of the emergence of OCs in organizations by examining key assumptions, collective values and shared experiences. It founds on the consideration of organizational lifecycles and leaders’ roles and actions in the respective lifecycle phases (Lang 2015). Schein (2004) compares the relationship between culture and organization to one of personality and individual. Like personality, culture is an abstraction with genuine behavioral and attitudinal consequences formed by the

environment. Culture formation is striving towards patterning and integration to build a broader context, as all groups unanimously face two problem sets: (1) survival, growth & external adaptation and (2) internal integration (Schein 2004). Schein (2004, 17) defines culture as “a pattern of shared basic assumptions learned by a group” – and thus considered as validated – that are “to be taught to new members” to “solve problems of external adaption and internal integration.” From its base of underlying assumptions, culture will create espoused beliefs and values held by the group (strategies, goals, justifications) and manifest in visible artifacts (visible organizational structures and processes) (**LC1**) (Schein 2004).

2.4 Leadership Culture

Leadership is the influence on others in order to facilitate “individual and collective efforts to accomplish shared objectives” (Yukl 2006, 8). While it is usually a tacit and subliminal concept (Groysberg et al. 2018) until it is challenged or two cultures collide (Cameron & Quinn 2011), leadership fluidly blends corporate strategy with the knowledge and experience of employees. The modern conception of leadership can be seen as an extension of Bernard M. Bass’ (1985) concept of transformational leadership (Bothe 2020). The part of ‘transformation’ refers to the intrinsic motivation of the individual to develop themselves further along with a leader’s nurturance (Bass 1985). Schein (2004) constitutes that leadership and OC are intrinsically linked (also Groysberg et al. 2018; Pennington, Townsend & Cummins, 2003; Cameron & Quinn 2011) because leadership is the original source of culture in formal groups. Leaders will found groups and initially impose their personal visions, goals, beliefs, values and assumptions (Schein 2004). This relationship enables them to give individual consideration to their employees. Distinguishably, they use symbols to focus the collective mind and effectively express purposes. With this, an environment of intellectual stimulation is created that gives employees creative and collective approaches to old problems (Bass 1985, Bass 1995) (**LC5**). Besides this, the primary embedding mechanisms they use are attention allocation

(measurement on a regular basis or intrinsic motivations like status), resource allocation (includes extrinsic rewards), reactions to critical incidents, role modeling, selection (recruitment and promotion) and communication. With this, leaders bring consciousness to obstacles and challenges and propose behaviors and measures as a solution (**LC2**) (**LC3**). If the concluding behavior results in collective success, the leader's beliefs will become confirmed and be recognized as shared as members of the group will draw affirmation from behaving in the 'correct way' (Schein 2004, Kotter 1995) (**LC4**). Culture arises from shared experiences that are initiated by the leader. However, the learning process evolves along with organizations. Beliefs added by other members act as secondary sources. These secondary embedding mechanisms are articulation and reinforcement by organizational structure, corporate design, systems, rites, stories and formal statements (Schein 2004). Schein concludes that leaders have to be aware that these mechanisms inevitably communicate culture to outsiders and that it is their responsibility to shape this message – "leadership creates and changes cultures, while management and administration act within a culture" (Schein 2004, 11). In the end, the created context, purpose and vision may be set cornerstones, but for a meaningful and stable culture to flourish, literature agrees that – above all – leaders have to embody and embrace the selected values of authenticity, trust and respect (**LC1**) (**LC5**) (Switzer 2020, Schein 2004, Bass 1985, Sinek 2014).

Consequently, a specifically defined concept of leadership culture (LC) can be understood as a cultural process in which a leader's characteristic behavior creates or maintains a social unit by imprinting social patterns and aligning individual values (such as shared behavior and ways of thinking) in order to constitute an organizational culture fostering a collective drive (sometimes in pursuance of a specific purpose).

2.5 Applied Leadership Culture

Based on their research on the workings of cultural values in organizations, Cameron and Quinn (2011) provide the Organizational Culture Assessment Instrument to create an overall cultural profile for organizations and assess organizational effectiveness. The instrument places culture types between the two dimensions of versatility & steadiness (the competing values) and internal & external orientation. The two dimensions intersect to quadrants which represent four distinct cultural profiles, describing organizations' values and performance. The identified culture arch-types of 'clan-types', 'adhocracies', 'hierarchies' and 'market cultures' are plastic examples of the impact of leadership cultures on an organization's character. See [Appendix 12](#).

Cameron and Quinn's research showed that the majority of organizations (>80%) followed a dominant style and were characterized by one or more of the cultural styles that emerged from the model. The culture archetypes represent different leadership cultures in order to enable the ways in which human potential can be accessed to leverage effectiveness. Leaders institutionalize change by demonstrating how novel approaches and behaviors lead to improved performance (**LC2**) (Kotter 1995). Leaders act by setting directions for the results-orientation, prioritizing collaboration, communicating value drivers, determining the degree of control and the intensity of inspirational and motivational efforts. With these efforts, of course leaders primarily try to realize strategic goals but also - voluntarily or involuntarily - create a unique culture that heavily moderates to what extent employees can fulfill their psychological, developmental and social needs (see Ambler & Barrow 1996). For example, 'free-spirited' employees who want to be creative will never be content in the 'hierarchy culture', but employees who perhaps appreciate the security and want to apply their expertise will be stimulated. Leadership culture is a central pivot for the identity of a company and thus has to be central to the employer brand (Backhaus & Tikoo 2004; Chambers et al. 1998).

2.6 Hypotheses

In order to answer the thesis's research question, probable contexts from theory must be articulated (deductive approach) and then tested with empirical methods (inductive approach). Under consideration of the theoretical frame, it is reasonable to assume that leadership culture constitutes the social matrix in which established functional and psychological factors develop their effects on an individual's perception of organizational attractiveness. If leadership culture stood in a positive relationship towards employer attractiveness (EA) and coincidentally explained one or more factors proven to have a positive effect (sought employer values covered in 2.1, consider [Appendix 1](#)), it would make sense to expose it in regard to different value propositions to create an adaptive EB strategy (covering differentiation, relevance and authenticity). Learnings derived from these proposals would serve as excellent basis for the formulation of value proposition statements in order to attract new talent. EB programs could cover how leadership culture covers the secondary factors (Development -, Applicational -, Social and Interest Value) and ensures them to be part of the organizational culture. Hence, in the scope of this thesis, the following research hypotheses will be examined:

Research Hypotheses
H1 LC_X will have a sig. positive influence on employer attractiveness (EA_Y)
H2 The influence of LC on EA is mediated by development value (DV)
H3 The influence of LC on EA is mediated by applicational value (AV)
H4 The influence of LC on EA is mediated by social value (SV)
H5 The influence of LC on EA is mediated by interest value (IV)

Table I

For depiction of the hypotheses, see [Appendix 14](#).

3 Methodology and Research Design

3.1 Mediation Effects

Traditionally, organizational- and leadership cultural issues are researched in qualitative approaches as the concepts are latent, complex and challenging to measure. They usually try to understand how employees interpret experiences and what behavioral reactions they conclude. However, it is hard to (systematically and reliably) study them across organizations and over longer periods of time. Previous work shows that quantitative methods can be applied, especially when trying to empirically establish universal abstractions (Xenikou & Furnham 1996 and Van Muijen et al. 1999 as cit. by Sirikrai 2006). Quantitative research aims to obtain universally valid findings for a population-based on data systematically collected in a sample group. Since the totality in the context of the employer-employee relationship is very large, the procedure eliminates the subjectivity of the investigated persons. The research process is organized linearly and measurably (Brüsemeister 2008). As described, the hypotheses are more about general and universally applicable sentiments; therefore, the thesis's approach will be quantitative. The research operation will first examine whether there is a relationship between LC and employer attractiveness. After confirmation, it will be investigated if and how different value propositions influence the relationship. The method of choice is to calculate mediation effects, which occur when the statistical relationship between an exogenous variable X and a dependent variable Y (such as linear regression, path c) is intervened by a mediator M, which is both a dependent variable (to X) (path a, see Figure I) and an independent variable (to Y) (path b) (Urban & Mayerl 2006). In order to determine the direct and indirect effects (see Figure I), bivariate regressions from M to X and a multiple regression from Y to X and M are calculated. The necessary computations for mediation analysis can be conducted with the help of the SPSS macro PROCESS by Andrew Hayes (2013). It automates the OLS-Regressions and uses Bootstrapping to test the significance of the indirect effect (Hayes 2009, Hemmerich

2020, Urban & Mayerl 2006). Because it is the particular interest of the thesis to examine the effect of each mediator individually (and to make a comparison possible), the mediators will be considered one at a time, provided that they do not affect each other (see Vansteelandt & VanderWeele 2014).

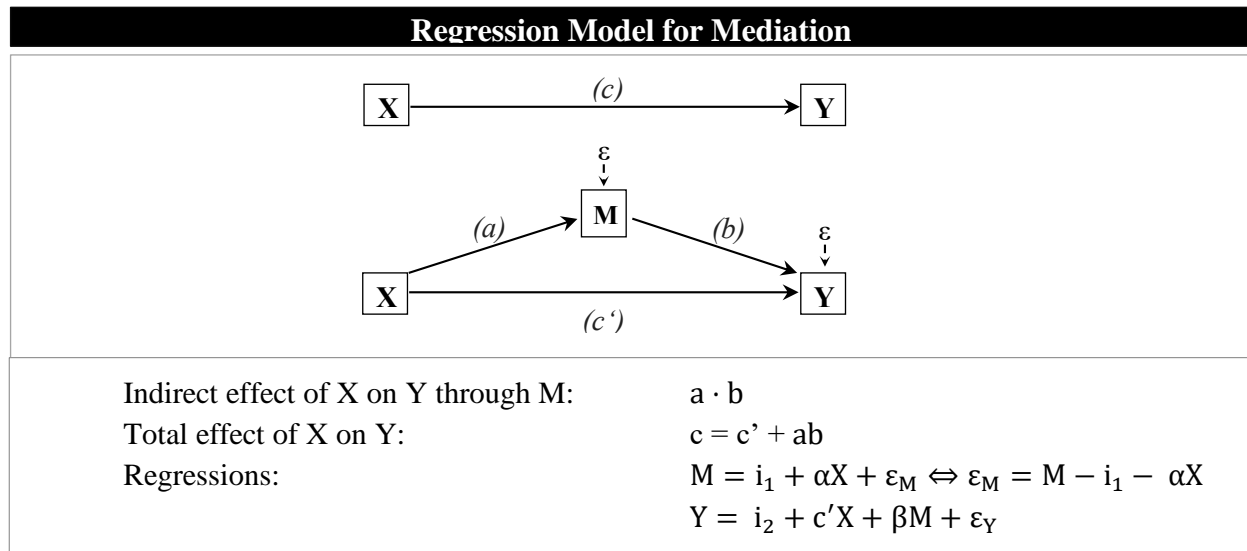


Figure I. Modified after Hayes' Model 4 (2013) and Baltes-Götz (2020)

3.2 Measurement Models and Data Collection

To capture the latent variables, they must be transitioned to uni-dimensional constructs in the form of multi-item scales (Ebert & Raithel 2009). To measure the proposed mediator variables (AV, DV, SV, IV), the scales of Berthon, Ewing & Ha (2005) are used, which the authors found to be significant (as well as reliable and valid) for employer attractiveness in a principal component and factor analysis. For the measurement of the dependent variable of employer attractiveness (EA), the scales from Highhouse, Lievens & Sinar (2003) and from Pattnaik & Misra (2014) are adopted. The intention is to select five items from the mentioned scales that measure a general, universal perception of EA - orienting on the definition Ehrhart and Ziegert (2005). The scale for the independent variable of leadership culture was developed by abstracting constituting elements from the reviewed literature. Specifically, denominating elements from Schein's (2004), Cameron & Quinn's (2011), Bass' (1985) and Kotter's (1995)

explanations are prioritized and composed into the constituting items (see Table 2 and sections 2.3 – 2.5; concerned passages are marked with the item name, e.g., “**LC1**”):

Developed Scale for Leadership Culture	
LC1	Managers communicate shared values and beliefs
LC2	Managers instructions usually lead to success
LC3	Managers draw conclusions from critical incidents and communicate them
LC4	Managers ensure that important knowledge is passed on to new employees
LC5	Managers promote collective success

Table II.

For a list of all the constructs with items, see [Appendix 1](#).

The data required for the analysis was collected in an online survey after a pre-test with five reviewers was conducted. Demographic data was collected to ensure that only participants corresponding to the target group are included in the sample. The survey was available in English and German. The target group for the sample are people who work or have worked within the last 6 months in a knowledge-intensive profession, defined as “needing experience, understanding, information, and skills in order to be successful” (Cambridge Dictionary 2020), and have (had) supervisors and colleagues. Also, additional demographic data about age, sex and education are gathered as a base for further research and also to ensure that the sample is diverse in these categories. Afterwards, five questions on the variables with five statements as items followed. The participants were able to rate the statements on five-interval Likert scales with three labels ranging from ‘does not apply at all’ over ‘neutral’ to ‘fully applies’ (see [Appendix 11](#)).

4 Research Findings and Discussion

4.1 Sample Characteristics

153 responses to the survey were collected, 108 of which belonged to the target group. (N=) 104 response sets were data technically valid and ultimately formed the sample. 64% of the

sample were between 23 and 27 years old, 60% were male and 40% female. 70% had a bachelor's degree or higher (see [Appendix 2](#)).

4.2 Construct Reliability

The corrected item-total correlation (CITC) and Cronbach's alpha were analyzed (see [Appendix 3](#)) to ensure that the scales measuring the constructs possess a high degree of discriminatory power and internal consistency (reliability). For EA_Y, item 4 was removed since it had a CITC of only 0.39, increasing the scale's overall alpha to 0.84. The scale for AV_M could only provide a maximum alpha of 0.57 and therefore had to be completely excluded from further analysis at this stage. The remaining constructs' alphas range from 0.77 to 0.84, representing a reasonable internal consistency (Blanz 2015, Hemmerich 2020b) (see [Appendix 3](#)). After this consideration, the individual responses to the scales (five items each) were combined to a mean value in order to enable the measurement of latent variables as a unidimensional construct (see [Appendix 4](#)).

4.3 Preconditions for Regression Analysis and Mediation

Since the mediation analysis by Hayes (2018) is based on linear regression, the relationships between the variables must be controlled to ensure that they are linear (and not curvilinear) (Hemmerich 2020a). Under visual inspection, two matrix scatterplots with linear- and LOESS-smoothing as adjustment methods reveal satisfying, approximately linear relationships between the constructs (see [Appendix 5](#)). Furthermore, the bivariate correlations among the constructs were examined in advance (see [Appendix 4.2](#)) - to no conspicuous avail. The mediation and their regression effects are calculated and controlled in the typical procedure. Worth noting for the particular study is that, the PROCESS macro uses Bootstrapping with 5000 samples to test the significance of the indirect effect. Bootstrapping has high statistical power and can control the first type of error well. Effects are significant when the confidence intervals do not include

zero (Hemmerich 2020a, Hayes 2009). Since the linear regressions are calculated on the OLS method, the coefficients' standard errors must be checked with the heteroscedasticity-consistent standard errors after Davidson & MacKinnon (1993) (F-statistic: HC3). To homoscedasticity infringements, the OLS method is regarded as robust (Walther 2020, Hemmerich 2016, Hayes 2018). Gauss-Markov assumptions I, II and V, as well as the normal distribution and independence of error values plus the negation of multi-collinearity were confirmed (Schwarz & Bruderer-Enzler 2019, Cohen et al. 2003).

4.4 Model Results

In the following, the hypotheses are subject to verification. Alpha = 0.05 ($p < 0.05$) served as the required significance level. Due to the scope of this master thesis, the evaluation of the hypotheses will be confined to the necessary indicators - the models' processing in full can be found in the appendices 6 - 9. The regression of leadership culture (LC_X) on employer attractiveness (EA_Y) will be labeled 'base model'. To compare the mediation effects, a value for 'proportion explained' will be calculated through dividing the indirect effect (ab) by the total effect (c) (compare Hafeman 2009). As a reference for the coefficients' sizes, the mean values (Appendix 4) can be considered, which are 4.08 for EA_Y and 3.83 for LC_X.

Hypothesis 1 – *Leadership Culture will have a sig. positive influence on Employer Attractiveness* - can be supported. LC_X has a significant influence on EA_X ($F(1, 120) = 55.46$, $p < .001$). The influence is positive; if LC_X increases by 1, EA_Y also increases by .632 (= Beta, $T(7.44) = p < .001$). A strong effect compared to its mean. With an $R^2_{Adj.} = .346$, LC_X determines 35% of the variance of EA_Y in the model, which is a strong effect, according to Cohen (1992). The Durbin-Watson correlation has a value of 2.07, therefore the model has close to zero auto-correlation. The residuals are approximately normally distributed (the mean is approx. 0 and the std. deviation .995). Homoscedasticity can be assumed, as the

standardized residuals show an even variance across the range of standardized predicted values. See [Appendix 6](#).

Hypothesis 2 – *the influence of LC on EA is mediated by development value* – can be supported.

After entering the mediator into the base model, LC_X predicted the mediator DV_M significantly with a coefficient of .678 ($T(7.03) = p < .001$). DV_M in turn predicted EA_Y significantly with a coefficient of .541, $T(6.77) = p < .001$. Multiplied, these paths estimated the indirect effect with a coefficient of .367 at 95%-CI [.047, .484] (5000 Bootstraps). Divided by the total-effect coefficient of .632 the indirect effect yielded a proportion of 58% partial mediation by DV on the relationship between LC_X and EA_Y. The influenced direct effect has a coefficient of .265, $T(2.41) = p = .0176 < 0.05$. See [Appendix 7](#).

Hypothesis 3 – *the influence of LC on EA is mediated by applicational value* – could not be tested and the variable of AV_M was excluded from the study. As previously analyzed, the scale for the measurement of AV_M provided a poor internal consistency with an unacceptable Cronbach's alpha of only 0.57. See [Appendix 3](#). In the factor and principal component analysis by Berthon, Ewing & Hah (2005) from which the five items were derived, the construct sufficiently satisfied validity and reliability tests and, in interaction with the other factors, distinctly loaded the factor ‘applicational value’ as predicted by the authors. However, due to the nature of this primary study, it was a bracketing method with a base of the 25-items scale. Here, the five items were tested as an independent scale. With item-total correlations of .20 and .26, items 2 and 3 apparently measured something different than the remaining three items. It is conceivable that there are discrepancies in the content validity, meaning that the items do not precisely and consistently reproduce the denominated construct (Buehner 2011). Three items ask for the opportunities to apply knowledge, teach others and customer orientation (items 1, 2 and 4). The other two (items 3 and 4) ask for the evaluation of humanitarian character and

acceptance and belonging. This seems content-wise less related and could be confusing for the participants.

Hypothesis 4 – *the influence of LC on EA is mediated by social value* – cannot be supported and has to be rejected. After entering the mediator into the base model, LC_X predicted the mediator SV_M significantly ($p < .001$) with a coefficient of .446. LC_X explained 28% of the variance ($= R^2_{\text{Path a}}$). However, no significance could be attested for SV_M predicting EA_Y as the 95%-Confidence intervals $[-.089, .394]$ included the value of zero and $p = .2121$ exceeded the alpha of .05. The indirect effect's Boot confidence-intervals furthermore included zero at both 5000 and 10000 straps. Consequentially, it could not be proven that SV_M mediates the relationship between LC_X and EA_Y. See [Appendix 8](#).

Hypothesis 5 – *the influence of LC on EA is mediated by Interest Value* – can be supported. After entering the mediator into base model, LC_X predicted the mediator IV_M significantly with a coefficient of .554 ($T(5.43) = p < .001$). IV_M in turn predicted EA_Y significantly with a coefficient of .419, $T(3.51) = p < .001$. Multiplied, these paths estimate the indirect effect with a coefficient of .232 at 95%-CI $[.100, .365]$ (5000 Bootstraps). Divided by the total effect coefficient of .632, the indirect effect yielded a proportion of 37% partial mediation by IV_M on the relationship between LC_X and EA_Y. The influenced direct effect has a coefficient of .400, $T(3.11) = p = .0025 < 0.0125$. See [Appendix 9](#).

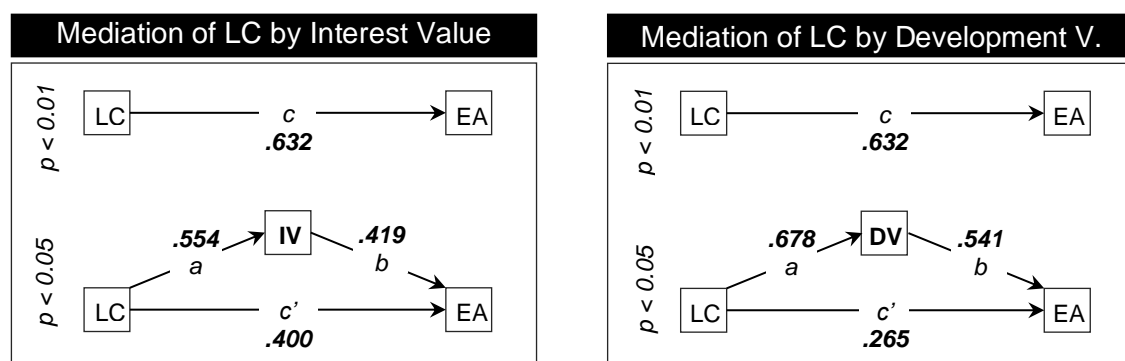


Figure II. Depiction of significant mediation effects

4.5 Limitations

The development of a scientific scale demands a comprehensive approach for validation so that it can be assured that the measurement is in fact measuring the defined characteristic (Rammstedt 2004). In the approach to capture the construct of leadership culture (LC_X) via the developed scale (see Table II), validity was not consistently assured. In the conception, basic content validity was applied through pre-tests. If one wants to qualify the conducted research's results, firstly, correlations to related external factors like general motivation or leadership responsiveness should be examined. Furthermore, the construct should be subject to a dimensionality reduction via a factor analysis or principal component analysis (Rammstedt 2004). Consider [Appendix 13](#). For the scale, the principal component analysis yields one factor with an eigenvalue > 1 that explains 57.87 percent of the variance (and is also Bartlett-significant $p < 0.00$, and has a sufficient Kaiser-Meyer-Olkin-criterion > 0.8). However, the inter-item correlation matrix for LC_X shows correlations that exceed .4, which is too high. Therefore, the scale should be revised as some of the items do not effectively contribute to understanding the data's structure (see Hemmerich 2020c).

The research question is concerned with potential employees (candidates) and their assumptions about a hypothetical employer. These are affected by external distortions (assumptions, word-of-mouth evaluations) (Cable et al. 2000). To derive valid assumptions for candidates, in the conducted research, participants were asked to reflect on their concrete, past employment experiences. For a confirmatory approach this has the advantage that participants can apply the latent and abstract constructs to their experienced past. It would have been very difficult for the participants (alongside cognitive distortions) to reflect on hypothetical relationships and the resulting cognitive attitudes without having experienced them. Therefore, the approach still had its justification. But to be more exact in the nature of the research question

and to measure the attitudes of candidates (potential employees), the study should be conducted with the help of extensive case scenarios into which participants can apply themselves.

Furthermore, although the study could provide a useful approach to research the topic, the sample size should be significantly increased, and it should be ensured to be as diverse as possible to satisfy the cross-disciplinary character. It is questionable that the used, sole criterion of 'knowledgeable-work', makes the interviews comparable in respect to profession, industry, needed skillset, et cetera - which was particularly apparent in the failed significance of AV. If these factors were controlled and homogeneous groups were questioned (only ask people in finance, sales, etc.), the results would probably differ.

4.6 Discussion of Model Findings

(H1:) Because LC_X significantly determines such a considerable proportion of EA_Y's variance, it could be affirmed that leadership culture influences and conditions a large part of the factors that employees include in evaluating an employer's attractiveness. This result is not surprising, considering that LC, as a part of organizational culture, is one of the major reference points of modern companies. It defines the elementary conditions how individuals can live out their potential and collectively achieve goals (see 2.5, competing value model by Cameron & Quinn 2011). This answers the constitutive part of the research question: LC should be one of the central elements in every EB strategy.

The model then investigated the influence of different value proportions as proposed mediators in the relationship between LC and EA. **(H3:)** Due to defects in the instrument's consistency and internal reliability, the significance of the proposed mediator AV could not be tested. Considering the theory, LC founds on the iterative process of developing and passing on (application) of key knowledge. Accordingly, the relevance of H3 remains and should be re-examined with a more consistent scale. **(H4:)** Social value SV is the inclusion of fun and

happiness and the presence of a collegial team atmosphere. By itself, it is an important value proposition for EA (Berthon, Ewing & Hah 2005). The presented study's results further confirm that LC significantly predicts SV in organizational culture (path a). However, no significance could be attested to the hypothesis that SV influences LC and EA's relationship. As mentioned in '4.5 Limitations', the study's basis were reflections on concrete employment experiences. And yet SV could not be proven to be significant as a mediator. In an EB program, it is too abstract and vague for potential employees to consider how leaders will influence an imagined social climate and relationships. The candidates consider information derived from other sources (Cable et al. 2000) but do not account for LC in this respect. Therefore, to maintain effectiveness, LC and the value proposition of SV should not be covered at the same time. **(H2:)** For development value DV, a relatively strong mediation effect could be observed with more than half (58%) of the influence of LC on EA being explained through DV. DV is the granted recognition and self-confidence employees derive and the opportunities to enhance their own skills and career (Berthon, Ewing & Hah 2005). The strong connections that theory and field studies see between leadership and employee development also appear to be consciously taken into account by the participants in their evaluation process. This also coincides with latest human capital trend reports. They show that 'Millennials' and 'Gen-Z' increasingly reject old hierarchy forms that strip them of critical thinking and shared responsibilities (O.C. Tanner 2020). Leading organizations create a consciousness about the connection between individual contributions to organizational success (Deloitte 2020). In this respect, it is extremely important for employees to feel guided in their work (learning by example by leaders). They need to be sure of developing themselves further (keep pace with dynamic trends) and always have the next 'step-ups' in their career planning in sight (whether this is in the same company or the lead to another one) (O.C. Tanner 2020, Deloitte 2020). Therefore, in an EB strategy, it makes sense to present to potential employees how managers understand their role as transformational

leaders and make sure that employees as a whole are continuing to develop necessary skills and themselves and are supported in their ambitions. **(H3:)** A slightly smaller but still substantial mediation effect (37%) could be observed for interest value IV, which describes the incorporation of excitement and novelty as well as the opportunities to create and innovate (Berthon, Ewing & Hah 2005). Trend studies show that security in an ever-changing world is achieved through a constant appetite for re-inventing. Leading organizations are characterized by a post-generational work-force which establishes a culture that encompasses the idea that an increased, efficient and lean knowledge-flow. This contributes to personal development and organizational renewal - ultimately providing security. This orientation towards the future steps away from the focus on solely optimizing the present and turns towards the theme of a concurrent creation of responsible values for tomorrow (Deloitte 2020). Therefore, EB strategies have to spark interest in these forward-looking approaches by convincing employees that leadership (in terms of managers and superiors) encourages a culture of open and underground innovation with room to pursue their own interests and present own ideas. Employees must feel encouraged to work on something that matters to them.

4.7 Further Research

As mentioned and outlined in the limitations, further research could try to create a more valid scientific measurement for the construct of leadership culture under the use of factor analysis. However, it is very interesting to take a closer look at the construct of LC. It makes sense to do another calculation where LC is declined as the dependent variable and calculate a multiple regression with the previous 'mediators' as independents. See [Appendix 10](#). The result is a significant ($F(3, 10) = p < .001$) model that explains half of the variance of LC with $R^2 = 0.501$. Autocorrelation (Durbin-Watson = 2.07) and multicollinearity ($VIF_{1,2,3} < 1.6$) can be rejected, homoscedasticity can be assumed. DV, SV and IV have coefficients with betas of .377 , .321 ($p < 0.01$) and .174 ($p < 0.05$). Further research could try to find the factors that explain the

remaining half of the variance in an explorative study. Value propositions that address other traditional leadership areas - such as the creation of a vision and initiation of change (O'Toole 1996) - could be explored.

5 Conclusion

The thesis's research question was to examine whether the concept of leadership culture poses a suitable central element to an effective employer branding strategy. Upon this, it examined how the concept connects to the fundamental employer value propositions that explain employer attractiveness. To be considered as an attractive place of employment, organizations must convince candidates through authentic EVPs that differentiate them in relevant regards to their target group (Tomczak, Von Walter & Henkel 2011; Martin et al. 2005; Nelke & Fischer 2018). It can be assumed that a strong leadership culture has the potential to make companies unique in their workflows, which gains them a competitive advantage, strongly differentiating them from their competitors. With leaders striving for patterning and social integration, an organization could further become relevant to a target group because they can give meaning through values and beliefs (Schein 2004).

The conducted research revealed two major findings: Principally, leadership culture stands in a positive relationship to employer attractiveness. In addition, the study found that the value propositions of developmental and interest value mediate a considerable part of this relationship. Consequentially, to maximize employer attractiveness, an employer branding strategy should present leaders' conscious actions and commitment to create an organizational culture distinguished by shared values, mindsets and unrestrained social patterns and in pursuit of a common goal. Leadership culture, as the constituting force of organizational culture, is the vehicle that organizations can use to communicate effective value propositions. Organizations

can use LC to distinctively increase attractiveness in a specific target group as they have confidence that their leader presents them with opportunities to progress their desired skills and career (development value) as a recognized individual in novel situations with creativity and innovation (interest value) (Schein 2004, Berthon, Ewing & Hah 2005). The research question therefore can be affirmed.

This is valuable information that can help organizations position themselves in order to secure needed human talent. Leadership culture, even though it is a subliminal and tacit concept, already plays a key role in employer branding. In the midst of constant change, human nature instinctively responds to acknowledged leaders and thriving cultures as people are drawn to organizations that resemble them best (Groysberg et al. 2018, referencing Schneider's attraction-selection-attribution model). In his TED Talk from 2010, the thought-leader Simon Sinek proclaims: "We follow leaders because they go first." In this regard, the most current organizational challenges give an illustrative example for the criticality of the role of leadership culture. The COVID-pandemic has proposed a paramount challenge to many companies around the world. Attitudes towards working on-site will have substantially changed and continue to evolve (Boland et al. 2020). It is leaders who have to foster people's interactions on all levels to embrace the acceptance of the new conditions. While top-level management offers a formal logic in the form of a strategy, leaders have to guide with the influence on shared assumptions and group norms and creation of beliefs and new values (Groysberg et al. 2018). The creation of a talent-winning employer branding strategy that incorporates and converts leadership culture, therefore also becomes a touchstone for organizational development (Kriegler 2014).

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7 Appendices

Appendix 1. List of Items

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Appendix 7. Hypothesis 2 - Mediation of LC by Development Value

Appendix 8. Hypothesis 4 - Mediation of LC by Social Value

Appendix 9. Hypothesis 5 - Mediation of LC by Interest Value

Appendix 10. Further Research - Regression of Mediators (X) on LC_Y

Appendix 11. Survey Questionnaire. Exemplary Interview from Dataset

Appendix 12. Organizational Culture Assessment Instrument (OCAI)

Appendix 13. Principal Component Analysis LC Scale

Appendix 14. Depiction of Hypotheses

Appendix 1 List of Items (1/2)



Construct	Description	Item	Measurement Items	Sources
Employer Attractiveness EA_Y	The degree to which an organization is perceived as a good place to work (Ehrhart & Ziegert 2005)	EA1	This company is attractive to me as a place for employment	Highhouse, Lievens & Sinar (2003)
		EA2	Employees are probably proud to say they work at this company	
		EA3	I would recommend this company to a friend looking for a job	
		EA4	I rarely think about leaving this company to work somewhere else	
		EA5	My company keeps the promises that this is a great place to work	
Leadership Culture LC_X	The leaders' characteristic shaping behavior to create social units and imprint and align personal values, social patterns and mindsets.	LC1	Managers communicate shared values and beliefs	Abstractions from Schein (2004), Cameron & Quinn (2011), Bass (1985), Kotter (1995)
		LC2	Managers instructions usually lead to success	
		LC3	Managers draw conclusions from critical incidents and communicate them	
		LC4	Managers ensure that important knowledge is passed on to new employees	
		LC5	Managers promote collective success	
Applicational Value AV_M	The opportunity to apply and teach knowledge and add (societal) value	AV1	I am given the opportunity to teach others what I have learned	Adopted after Berthon, Ewing & Hah (2005)
		AV2	The company is customer-orientated	
		AV3	The company is humanitarian and gives back to society	
		AV4	I am given the opportunity to apply what I have learned from higher education	
		AV5	In the company I feel acceptance and belonging	

Construct	Description	Item	Measurement Items	Sources
Development Value DV_M	Granted recognition for self-worth and confidence, possibility to enhance the own career and skills	DV1	I feel more self-confident as a result of working for this company	Adopted after Berthon, Ewing & Hah (2005)
		DV2	I feel good about myself as a result of working for this company	
		DV3	Working for this company is a career-enhancing experience	
		DV4	I see this company as a springboard for future employment	
		DV5	I receive recognition/appreciation from management	
Interest Value IV_M	Incorporation of excitement & novelty and opportunities to create and innovate	IV1	The company produces innovative products and services	[ibid.]
		IV2	It is an innovative employer with novel work practices and forward-thinking	
		IV3	The company both values and makes use of my creativity	
		IV4	The company produces high-quality products and services	
		IV5	I am working in an exciting environment	
Social Value SV_M	Incorporation of fun & happiness and a collegial team atmosphere	SV1	I have a good relationship with my colleagues	[ibid.]
		SV2	I have a good relationship with my superiors	
		SV3	There are supportive and encouraging colleagues	
		SV4	It is a fun working environment	
		SV5	It is a happy work environment	

Appendix 2. Sample Demographics.

	Measurement	Count
	Interviews	153
	Target Group	108
	Valid	104
Age	17 - 22	12
	23 - 27	64
	28 - 50	12
	51 - 61	16
Employment	Employed	84
	Employed less than 6 months ago	20
Education	High school diploma	9
	Completed apprenticeship	24
	Bachelors Degree	53
	Masters Degree or PhD	17
	None of these	1
Gender	Male	63
	Female	40
	Not answered	1

Appendix 3. Reliability of Variable Constructs

Scale / Construct	Item	Corrected Item-Total Correlation	Alpha if Item Deleted	Cronbachs Alpha
EA_Y	1	0,72	0,71	0,84
	2	0,50	0,78	
	3	0,64	0,74	
	(4)	0,39	<u>0,84</u>	
	5	0,71	0,71	
LC_X	1	0,60	0,78	0,82
	2	0,52	0,80	
	3	0,58	0,79	
	4	0,69	0,76	
	5	0,66	0,76	
(AV_M)	1	0,40	0,47	0,57
	2	0,20	0,58	
	3	0,42	0,45	
	4	0,26	0,55	
	5	0,37	0,49	
DV_M	1	0,61	0,72	0,78
	2	0,54	0,74	
	3	0,70	0,69	
	4	0,45	0,79	
	5	0,51	0,75	
IV_M	1	0,64	0,71	0,78
	2	0,68	0,70	
	3	0,37	0,80	
	4	0,59	0,73	
	5	0,51	0,76	
SV_M	1	0,58	0,72	0,77
	2	0,49	0,74	
	3	0,49	0,74	
	4	0,55	0,73	
	5	0,63	0,69	

*(excluded)

Appendix 4. Descriptive Statistics and Correlations between Constructs

Description of Formed Unidimensional Variables (Constructs)

n = 104	EA_Y	LC_X	DV_M	IV_M	SV_M
Mean	4,08	3,83	3,94	3,67	4,21
Median	4,25	4,00	4,20	3,60	4,20
Std. Deviation	0,78	0,74	0,79	0,81	0,65
Range	3,75	3,60	3,40	3,60	3,20
Maximum	5,00	5,00	5,00	5,00	5,00
Minimum	1,25	1,40	1,60	1,40	1,80

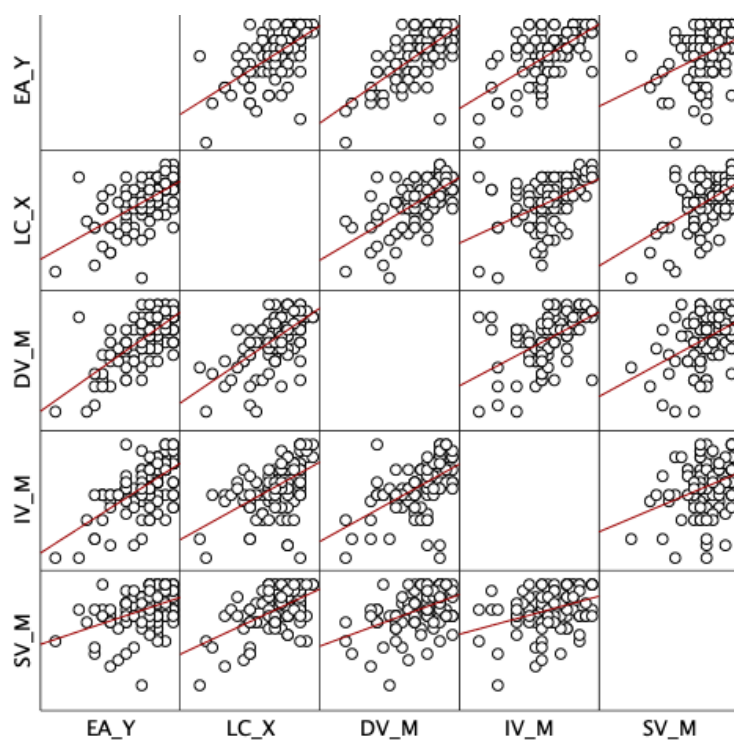
Pearson Correlation

	EA_Y	LC_X	DV_M	IV_M	SV_M
EA_Y	1				
LC_X	0,59	1			
DV_M	0,70	0,63	1		
IV_M	0,62	0,50	0,54	1	
SV_M	0,41	0,53	0,45	0,34	1
Sig. (2-tailed)	p < ,0001				

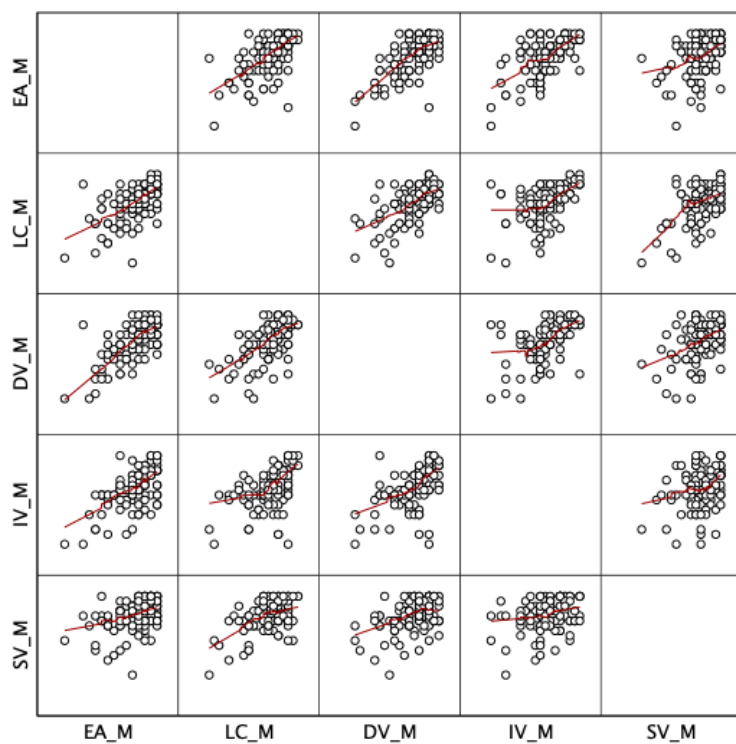


Appendix 5. Linearity analysis between variables. Matrix scatterplots

Linearity Scatterplot - Adjustment method: linear



Linearity Scatterplot - Adjustment Method: Locally Estimated Scatterplot Smoothing (Loess)





Appendix 6. Hypothesis I - Regression LC_X on EA_Y (Base Model)

Model Summary ^b

Model 1	R	R ²	Adj. R ²	SE	Dur.-Wat.
	,593 ^a	,352	,346	,634	2,07

a Predictors: (Constant), LC_X

b Dependent Variable: EA_Y

ANOVA^a

Model 1	SS	df	Mean Sqs.	F	Sig.
Regression	22,29	1	22,29	55,46	,000 ^b
Residual	40,99	102	0,40		
Total	63,28	103			

a. Dependent Variable: EA_Y

b. Predictors: (Constant), LC_X

Coefficients ^a

		Beta	SE	Beta std.	t	Sig.
Model 1	Constant	1,656	0,331	-	4,997	0,000
	LC_X	0,632	0,085	0,593	7,447	0,000

a. Dependent Variable: EA_Y

unstandardized

standardized

Residuals Statistics ^a

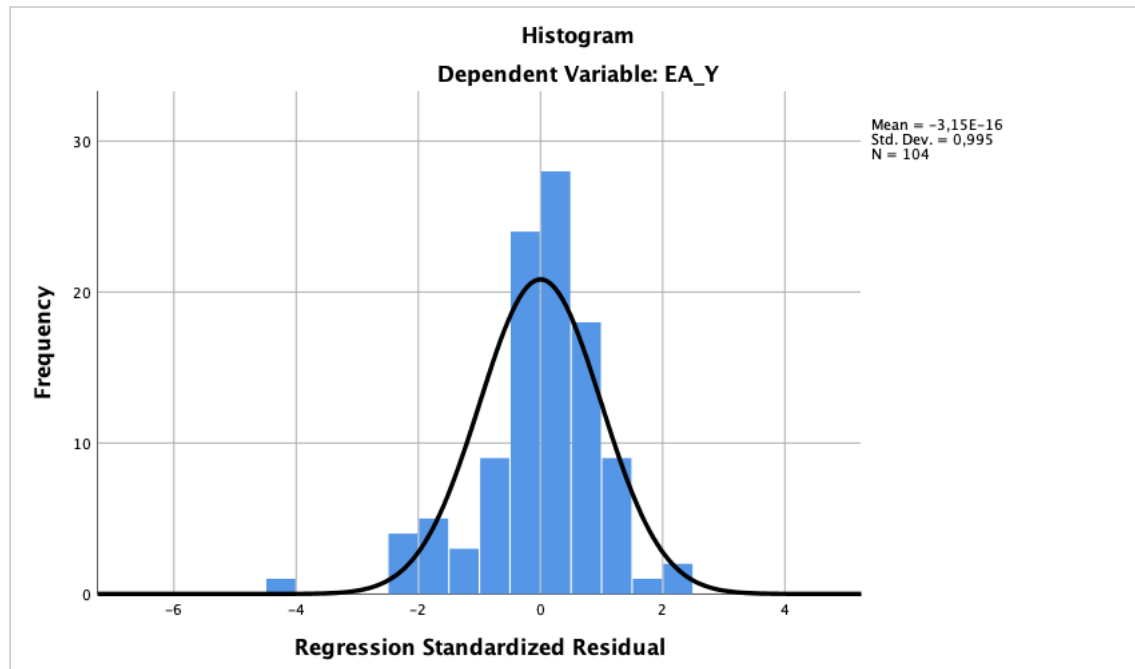
	Min	Max	Mean	Std.Dev.	N
Predicted Value	2,541	4,816	4,079	0,465	104
Residual	-2,563	1,459	0	0,631	104
Std. Predicted Value	-3,308	1,583	0	1,000	104
Std. Residual	-4,043	2,302	0	0,995	104

a. Dependent Variable: EA_Y

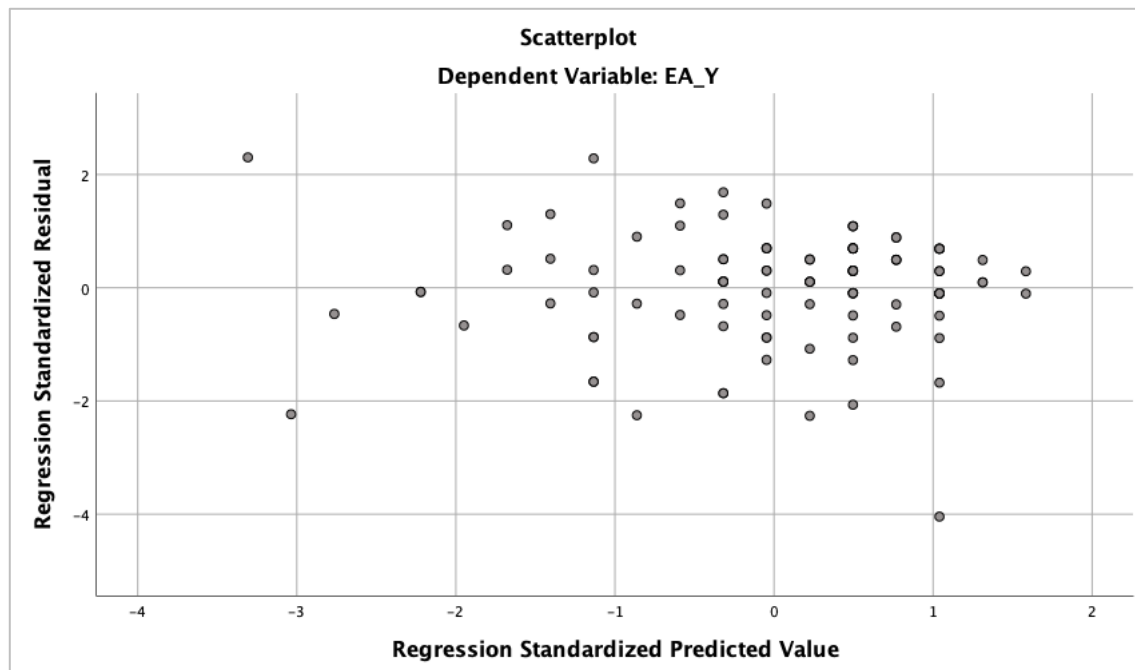


Appendix 6.2 Hypothesis I - Regression LC_X on EA_Y

Histogram of Regression Standardized Residuals



Regression Scatterplot Std. Residuals to Std. Predicted Values



Appendix 7. Hypothesis II - Mediation of LC by Development Value

Regression ^a

	R	R ²	MSE	F(HC3)	df1	df2	p
^a Outcome: DV_M	,633	,401	,376	62,84	1	102	,0000

Path	coeff	-	SE(HC3)	t	p	LLCI	ULCI
Constant	1,344		3459	3,88	,0002	,658	2,030
a LC_X	,678		,086	7,03	,0000	,509	0,848

Regression ^b

	R	R ²	MSE	F(HC3)	df1	df2	p
^b Outcome: EA_Y	,728	,529	,295	47,47	2	101	,0000

Path	coeff	-	SE(HC3)	t	p	LLCI	ULCI
Constant	,929		,380	2,44	,0163	,175	1,684
c' LC_X	,265		,110	2,41	,0176	,047	,484
b DV_M	,541		,080	6,77	,0000	,382	,699

Effect Sizes ^c

		Effect	LLCI	ULCI	Boot SE	Straps	Boot LCI	Boot UCI
Direct	c'	,265	,047	,484				
Indirect	a * b	,367			0,073	5000	0,225	0,509
Total	c = c' + a*b	,632	,399	,866				
Mediation ^d	(a * b) / c	,58						

^c Mediator: DV_M

^d Hafeman 2009

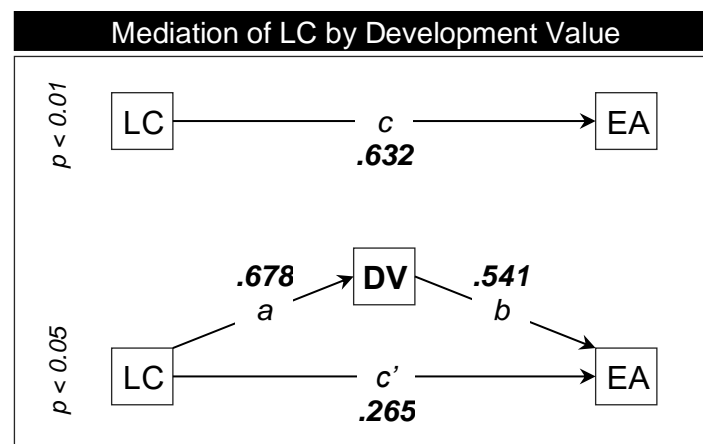


Figure: H2 - Depiction of Effects

Appendix 8. Hypothesis IV – Mediation of LC by Social Value

Regression ^a

	R	R ²	MSE	F(HC3)	df1	df2	p
^a Outcome: SV_M	,528	,279	,307	22,32	1	102	,0000

Path	coeff	-	se(HC3)	t	p	LLCI	ULCI
Const	2,422		,394	6,15	,0000	1,641	3,204
a LC_X	,466		,098	4,72	,0000	,270	,662

Regression ^b

	R	R ²	MSE	F(HC3)	df1	df2	p
^b Outcome: EA_Y	,603	,364	,399	12,41	2	101	,0000

Path	coeff	-	SE(HC3)	t	p	LLCI	ULCI
Const	1,286		,662	1,94	,0548	-,027	2,599
c' LC_X	,561		,123	4,55	,0000	,317	,805
b SV_M	,153		,122	1,25	,2121	-,089	,394

Effect Sizes

	Effect	LLCI	ULCI	Straps	BootSE	Boot LCI	Boot UCI
Direct c'	,561	,317	,805				
Indirect a * b	,071			5000	,051	-0,229	0,181
				10000		-0,275	0,182
Total c = c' + a * b	,632	,399	,866				

Appendix 9. Hypothesis 5 - Mediation of LC by Interest Value

Regression ^a

	R	R ²	MSE	F(HC3)	df1	df2	p
^a Outcome: IV_M	,504	,254	,492	29,51	1	102	,0000

Path	coeff	-	se(HC3)	t	p	LLCI	ULCI
Const	1,550		,388	3,99	,0001	,780	2,319
a LC_X	,554		,102	5,43	,0000	,352	0,756

Regression ^b

	R	R ²	MSE	F(HC3)	df1	df2	p
^b Outcome: EA_Y	,701	,491	,319	21,79	2	101	,0000

Path	coeff	-	SE(HC3)	t	p	LLCI	ULCI
Const	1,007		,500	2,01	,0468	,014	1,999
c' LC_X	,400		,129	3,11	,0025	,145	,656
b IV_M	,419		,119	3,51	,0007	,182	,656

Effect Sizes ^c

		Effect	LLCI	ULCI	Boot SE	Straps	Boot LCI	Boot UCI
Direct	c'	,400	,145	,656				
Indirect	a * b	,232			,068	5000	0,100	0,365
Total	c = c' + a * b	,632	,399	,866				
Mediation ^d	(a * b) / c	0,37						

^c Mediator: IV_M

^d Hafeman 2009

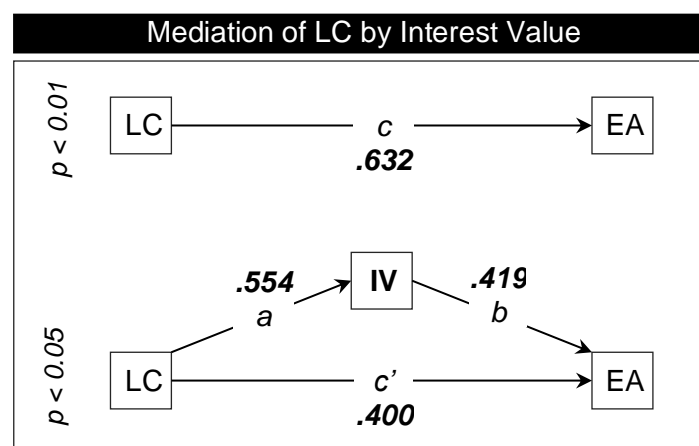


Figure: H5 - Depiction of Effect

Appendix 10. Further Research - Regression of Mediators (X) on LC_Y

Model Summary^b

	R	R ²	Adj. R ²	SE	Durb.-Wat.
Model 1	,708 ^a	,501	,486	,528	2,227

a. Predictors: (Constant), SV_M, IV_M, DV_M

b. Dependent Variable: LC_X

ANOVA^a

Model 1	SS	df	Mean Sqs.	F	Sig.
Regression	27,956	3	9,319	33,47	,0000 ^b
Residual	27,840	100	0,278		
Total	55,795	103			

a. Dependent Variable: LC_X

b. Predictors: (Constant), SV_M, IV_M, DV_M

Coefficients^a

	unstandardized		standard.			Collinearity	
	Beta	Std. Error	Beta std.	t	Sig.	Tol.	VIF
(Constant)	0,362	0,37		0,97	,3327		
DV_M	0,377	0,08	0,40	4,53	,0000	0,63	1,59
IV_M	0,174	0,08	0,19	2,26	,0262	0,70	1,43
SV_M	0,321	0,09	0,28	3,55	,0006	0,79	1,27

a. Dependent Variable: LC_X

Residuals Statistics^a

	Min	Max	Mean	Std. Dev.	N
Predicted Value	2,23	4,64	3,83	0,52	104
Residual	-1,48	1,42	0	0,52	104
Std. Predicted Value	-3,07	1,55	0	1	104
Std. Residual	-2,80	2,69	0	0,99	104

a. Dependent Variable: LC_X

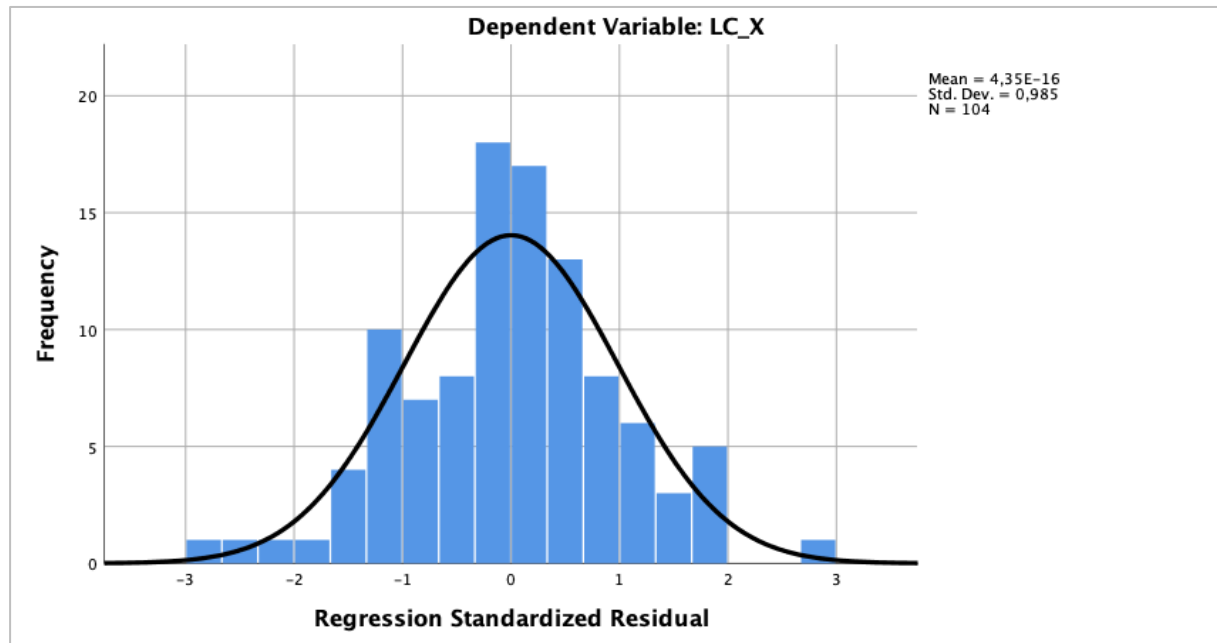
Collinearity Diagnostics^a

Model 1			Variance Proportions			
	Eigenv.	Cond.Idx.	(Constant)	DV_M	IV_M	SV_M
1	3,943	1,000	0,00	,002	,002	,001
2	0,028	11,945	0,15	0,03	0,63	,136
3	0,018	14,763	0,11	0,92	0,35	,004
4	0,011	18,637	0,73	0,05	0,02	,859

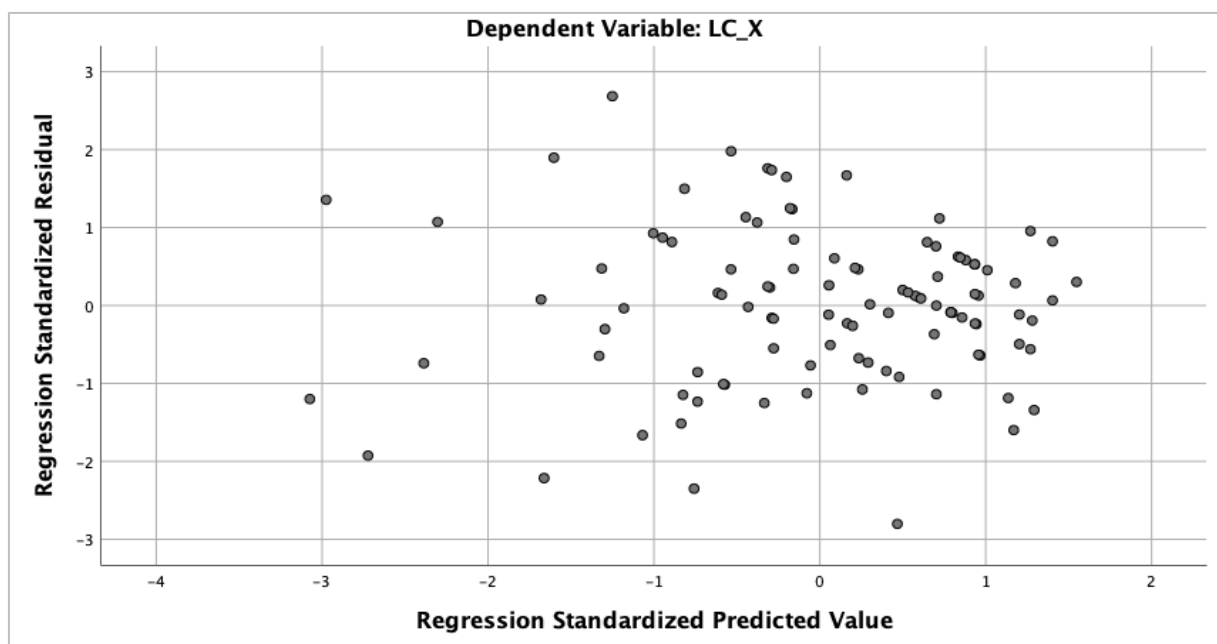
a. Dependent Variable: LC_X

Appendix 10.2 Further Research - Regression of Mediators (X) on LC_Y

Histogram of Regression Standardized Residual



Regression Scatterplot Std. Residuals to Std. Predicted Values



Employer Attractiveness Study

You are being invited to participate in a research study about select parts of employer attractiveness (the exact objective will be disclosed after completion).

It is conducted by Kai Maurer of Nova SBE as part of a master's thesis.

In the study you will be asked to answer questions reflecting on your experience with your employing organization (*employer*) and managers.

Your answers are anonymized and, at no point, assignable to your identity.

If you have feedback regarding the study, you may contact me under 40946@novasbe.pt

Thank you for your participation!

First up, a few questions about yourself.

1. What is your gender?

- ☐ Male
☒ Female
☐ Other

2. What is your age?

I am years old



Appendix 11. (2/6)

3. What is your highest obtained educational degree?

- ☐ None of these
- ☐ High school diploma
- ☐ Completed apprenticeship
- ☒ Bachelors Degree
- ☐ Masters Degree or PhD

4. Are you employed?

- ☐ Yes, I am employed
- ☒ No, but I have been employed less than 6 months ago
- ☐ No, I have been unemployed for longer than 6 months

5. Does your profession (job) tend to be knowledge-intensive?

Please advise:

The Cambridge dictionary gives the following definition for knowledge-intensive work:
"Needing experience, understanding, information, and skills in order to be successful."

Examples of knowledge-intensive work would be (from DIW Berlin):

- Telecommunications and information services
- Financial and insurance services
- Legal and tax advice, auditing
- Management consultancy
- Research and development
- Advertising and market research
- Health services
- Creative and artistic occupations

- ☒ Yes, my profession tends to be knowledge-intensive
- ☐ No, my profession is absolutely not knowledge-intensive

6. In your employment, are there both superiors and colleagues?

Superiors can be for example managers, colleagues can be co-workers.

- ☒ Yes, I have superiors and colleagues
- ☐ No, I do not have superiors and colleagues



The following section will contain the actual questions of the study.

If you stated that you are employed, please apply the questions to your current employment.

If you stated that you are not employed, but it was less than 6 months ago, please apply the questions to your this last employment.

(1/6) Please indicate how much the statements apply

	does not apply at all		neutral		fully applies
This company is attractive to me as a place for employment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are probably proud to say they work at this company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I would recommend this company to a friend looking for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I rarely think about leaving this company to work somewhere else	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
This company keeps the promises that this is a great place to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



Appendix 11. (4/6)

(2/6) Please indicate how much the statements apply

	does not apply at all		neutral		fully applies
Managers communicate shared values and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Managers' instructions usually lead to success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Managers draw conclusions from critical incidents and communicate them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Managers ensure that important knowledge is passed on to new employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Managers promote collective success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

(3/6) Please indicate how much the statements apply

	does not apply at all		neutral		fully applies
I am given the opportunity to <i>teach</i> others what I have learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The company is customer-orientated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The company is humanitarian and gives back to society	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given the opportunity to <i>apply</i> what I have learned in higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
In the company I feel acceptance and belonging	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix 11. (5/6)

(4/6) Please indicate how much the statements apply

	does not apply at all		neutral		fully applies
I feel more self-confident as a result of working for this company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I feel good about myself as a result of working for this company	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Working for this company is a career-enhancing experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I see this company as a springboard for future employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I receive recognition/appreciation from management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

(5/6) Please indicate how much the statements apply

	does not apply at all		neutral		fully applies
The company produces innovative products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
It is an innovative employer with novel work practices and forward-thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The company both values and makes use of my creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The company produces high-quality products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I am working in an exciting environment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix 11. (6/6)

(6/6) Please indicate how much the statements apply

	does not apply at all		neutral		fully applies
I have a good relationship with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I have a good relationship with my superiors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
There are supportive and encouraging colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
It is a fun working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
It is a happy work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Letzte Seite

Thank you for completing this questionnaire!

The research question of this thesis is to examine whether leadership culture poses a suitable central element for an employer branding strategy designed to increase the organizational attractiveness for potential employees.

Your answers were transmitted, you may close the browser window or tab now.

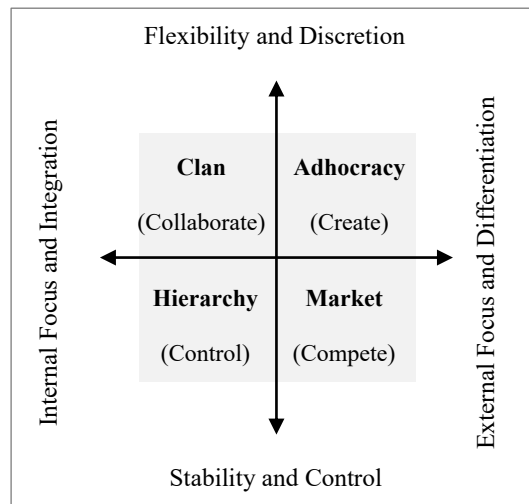
We would like to thank you very much.

Sources for Definitions: <https://dictionary.cambridge.org/de/worterbuch/englisch/knowledge-intensive>
https://www.diw.de/de/diw_01.c.412453.de/presse/glossar/wissensintensive_dienstleistungen.html

Kai Maurer, Nova School of Business and Economics Lisbon – 2020

Appendix 12. Organizational Culture Assessment Instrument (OCAI)

Source: Cameron & Quinn (2011)



Clan-type cultures have a collaborative orientation with typical characteristics like teamwork, employee commitment and a collective 'we'-identity. Human development and participation are value drivers and therefore an effective leadership is about team-building and mentoring.

'Adhocracies' are very responsive to novel conditions and fast-paced developments that require flexible approaches. Their mindset incorporates temporary, specialized and dynamic challenges. Value drivers are creation, agility and transformation and therefore need visionary and innovative leadership that promotes facilitating environments.

Hierarchies have internal control as a top priority that is maintained by rules, centralized decision processes. The purpose lies in the generation of a predictable and reliable output. The leader is a coordinator and organizer that promotes consistency and uniformity.

The **market culture** keeps has a competitive positioning with an external focus. It has a high intensity of transactions (exchanges, sales, feedback etc.) with external contacts points like customers, suppliers and regulators. Value drivers are market share, profitability and scalability. Leaders inspire activity, aggressive competing and customer focus.

(Cameron & Quinn 2011).

Appendix 13. Principal Component Analysis LC Scale

Correlation Matrix

		LC1	LC2	LC3	LC4	LC5
Correlation	LC1	1				
	LC2	0,394	1			
	LC3	0,398	0,417	1		
	LC4	0,530	0,436	0,516	1	
	LC5	0,532	0,414	0,474	0,599	1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Value	0,840
Bartlett's Test of Sphericity	Approx. Chi-Square	158,821
	df	10
	Sig.	0,000

Anti-image Matrices

		LC1	LC2	LC3	LC4	LC5
Anti-image Correlation	LC1	,851^a	-0,140	-0,073	-0,242	-0,265
	LC2	-0,140	,882^a	-0,196	-0,144	-0,117
	LC3	-0,073	-0,196	,858^a	-0,251	-0,171
	LC4	-0,242	-0,144	-0,251	,812^a	-0,335
	LC5	-0,265	-0,117	-0,171	-0,335	,821^a

a. Measures of Sampling Adequacy(MSA)

Communalities

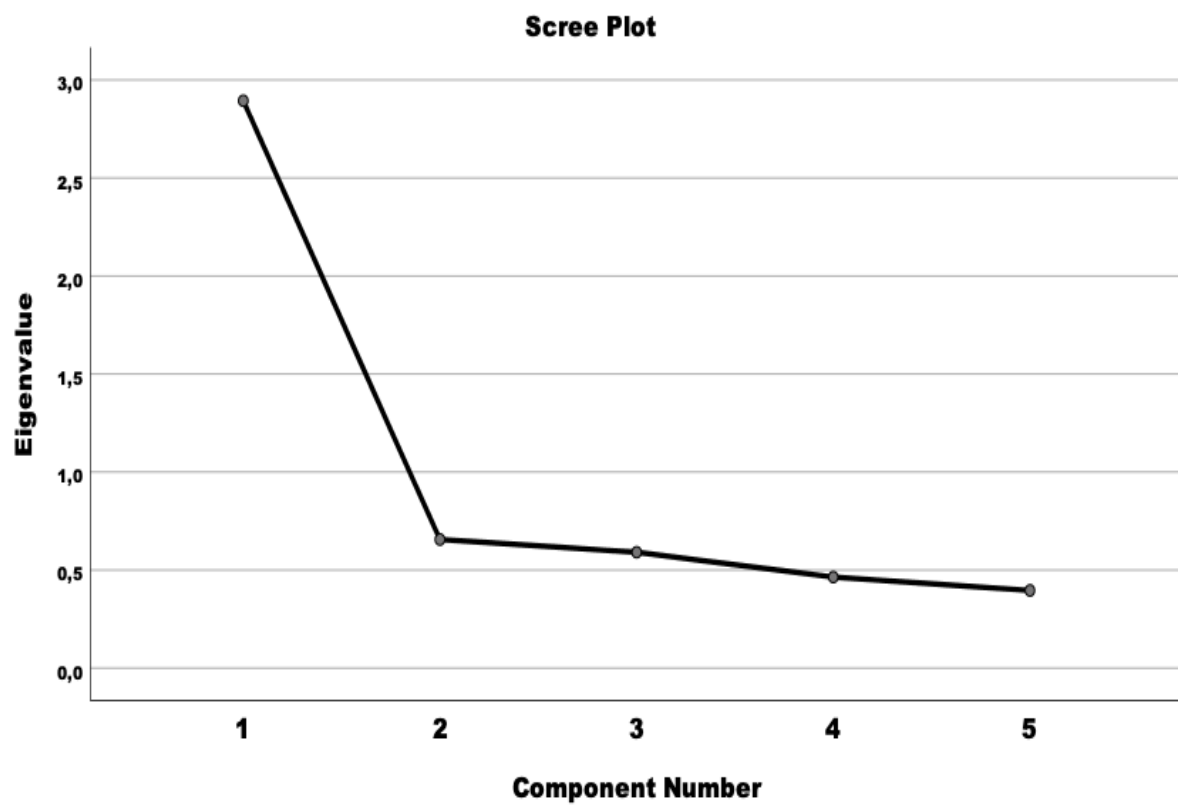
	Initial	Extraction
LC1	1	0,566
LC2	1	0,467
LC3	1	0,538
LC4	1	0,676
LC5	1	0,647

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2,894	57,87	57,87	2,894	57,872	57,872
2	0,656	13,11	70,98			
3	0,591	11,81	82,80			
4	0,464	9,28	92,08			
5	0,396	7,91	100			

Extraction Method: Principal Component Analysis.



Appendix 14. Depiction of Hypotheses

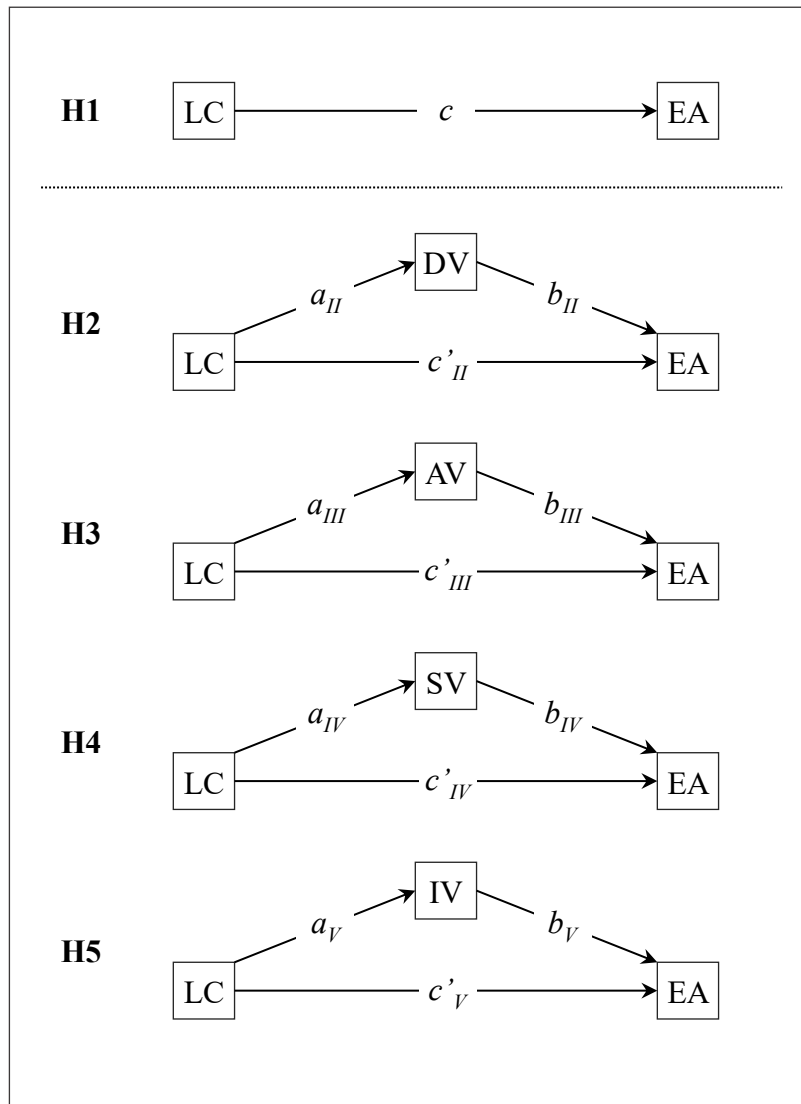


Figure. Depiction of Hypotheses